





# Marathon Junior-Senior High School

## Guidance Office

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*Mr. Andy Buchsbaum*  
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*Mrs. Deborah L. James*  
*Guidance Counselor*

*Ms. Jenny Camenga*  
*Guidance Counselor*

Spring 2023

Dear Students, Parents, and Guardians,

Inside this book you will find information related to course descriptions, graduation requirements, dual-credit TC3 college courses, and Cortland OCM BOCES Career and Technical Education (CTE) programs offered through the Marathon Jr.-Sr. High School. Course information is presented alphabetically by department, followed by information about BOCES programs and TC3 Dual Credit courses.

This resource is designed to provide information and assistance in selecting courses to best fit students' scheduling needs. Occasionally, staffing changes, scheduling restrictions or course additions may take place once the school year has started. If you should have any questions, please feel free to contact us to obtain more detailed information.

Sincerely,

Deborah L. James  
School Counselor

Jenny Camenga  
School Counselor

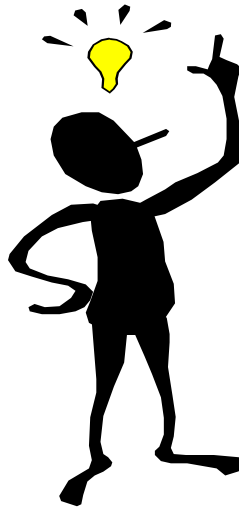
*Embrace\* Educate\*Empower*

## 2023-24 Anticipated Student Services Directory

Mrs. Deborah L. James	School Counselor, Grades 7-9
Ms. Jenny Camenga	School Counselor, Grades 10-12
Mrs. Kelly Strobeck	School Social Worker, Grades 7-12
Ms. MaryOlevia Byrnes	School Social Worker, Grades 7-12
Ms. Lauren Guilds	School Psychologist Intern, Grades UPK-12
Ms. Tiffany Carr	Family Counseling School Based Social Worker
	<ul style="list-style-type: none"><li>• <i>Appleby Elementary (607) 849-3290</i></li><li>• <i>Junior Senior High School (607) 849-1226</i></li></ul>

If you would like to contact any of the above individuals, you can do so by calling the Guidance Office at 849-3229 or the Main Office at 849-3251. These people can assist you with:

- Class selections
- Goal setting and decision making
- Student-teacher concerns
- Student-parent concerns
- Problems with peers
- Personal concerns
- Exploring the career selection process
- Referrals for counseling, tutoring, etc.
- Exploring the college selection process



## Graduation Requirements

For all students entering grade 9 in 2023, these are the current requirements for graduation. Students are encouraged to direct specific questions regarding requirements to their guidance counselor.

### Course Credit Requirements

	<b>Regents/Local Diploma</b>	<b><u>Regents Diploma w/Advanced Designation</u></b>
English	4 credits	4 credits
Social Studies	4 credits	4 credits
Mathematics	3 credits	3 credits
Science	3 credits	3 credits
Health	½ credit	½ credit
Art or Music	1 credit	1 credit
Physical Education	2 credits	2 credits
Foreign Language	1 credit	3 credits *
Elective Courses	3.5 credits**	1.5 credits** (With 3 credit foreign language option.)
Total Credits Required for Graduation	22 credits	22 credits
		*A 5 credit sequence in an Occupational Program, including the Agriculture or Business/Computer Technology Sequences can replace the 3-credit foreign language requirement. A minimum of 1 credit in foreign language is still required with this option. **.5 of the elective credits is met by taking Word Processing which is a local requirement for graduation.

The following chart outlines the Regents exam score requirements and typical grade level of administration.

#### Testing Requirements – Minimum passing grade(s) is listed after the exam

**Diploma with Honors (Regents or Regents w/Advanced Designation)** Average Regents Exam score of 90 or higher on the required Regents Exams (5 exams for Regents Diploma with Honors; 8 exams for Advanced Regents Diploma with Honors)

<b>REGENTS DIPLOMA</b>	<b>REGENTS w/ADVANCED DESIGNATION DIPLOMA</b>
<b>Algebra I (65)</b> (Grade 9 or 10)	<b>Algebra I (65)</b> (Grade 9)
<b>Global History Frameworks (65)</b> (Grade 10)	<b>Global History Frameworks (65)</b> (Grade 10)
<b>U. S. History &amp; Govt. Frameworks (65)</b> (Grade 11)	<b>U. S. History &amp; Govt. Frameworks (65)</b> (Grade 11)
<b>Common Core English (65)</b> (Grade 11)	<b>Common Core English (65)</b> (Grade 11)
<b>1<sup>st</sup> Science Regents (65)</b> (Grade 9 or 10)	<b>1<sup>st</sup> Science Regents (65)</b> (Grade 9)
	<b>2<sup>nd</sup> Science Regents (65)</b> (Grade 10)
	<b>Geometry (65)</b> (Grade 10)
	<b>Algebra II (65)</b> (Grade 11)

## **AGRICULTURE**

\* Indicates successful completion of the course is required to earn the diploma CTE (Career Tech Education) endorsement in Agriculture. In addition, a passing score on the assessment(s) administered in Principles of Animal Science and Principles of Plant Science is also a requirement of the CTE Endorsement.

### **CASE INTRODUCTION TO AGRICULTURE, FOOD, & NATURAL RESOURCES (AFNR) (1 credit) \***

What do you want to do after high school? Once you graduate, how will you use the science, math, reading, and writing you learned? The agricultural industry may be the answer. Agricultural careers require a wide array of skills from food tasting to construction. In *Introduction to Agriculture and Natural Resources (AFNR)* course, you will develop foundational skills leading you to a rewarding career in agricultural science.

Spend your school year with hands-on experiences using plants, animals, natural resources, and agricultural tools. Burrow down in a soil pit to discover what is beneath your feet. Investigate the mystery of plant deaths in a greenhouse. Research the quality of water in your community and school. Determine how food should be safely stored and preserved to keep you healthy. Plan, design and construct a habitat for local wildlife. These are just a few of many activities you will complete in *Intro to AFNR*. Your days in the classroom will involve communication with peers while exploring real world issues in agriculture.

### **INDEPENDENT LIVING (Careers for the 21<sup>st</sup> Century) (1/2 credit) \*:**

Refer to Family and Consumer Science section for course description.

### **PRINCIPLES OF AGRICULTURAL SCIENCE: ANIMAL SCIENCE (1 credit) \***

Do you enjoy working with animals? Would you like to know more about animal behavior, anatomy, and health? Gain foundational knowledge and skills through the Principles of Agricultural Science – Animal (ASA) course to prepare for a career working with animals. Spend the year investigating how animals and humans are dependent upon each other. Investigate how animals were domesticated by humans. Evaluate the management practices used by humans to keep animals safe and healthy. Design an animal facility for your favorite species of animal and build a model. Develop an animal care plan and perform routine healthcare practices. Brainstorm a business plan related to animals. Throughout the year, you will complete all of this and much more through the ASA course.

**(Offered every other year) (Prerequisite – Introduction to AFNR)**

### **PRINCIPLES OF AGRICULTURAL SCIENCE: PLANT SCIENCE (1 credit) \***

This course teaches students about the form and function of plant systems. Students are immersed in inquiry-based exercises filled with activities, projects, and problems to teach them plant concepts through laboratory and practical experiences. Student experiences will include the study of plant anatomy and physiology, classification, and the fundamentals of production and harvesting

**(Offered every other year) (Prerequisite – Introduction to AFNR)**

### **SUPERVISED AGRICULTURE EXPERIENCE (SAE) (1 credit)**

Students are able to consider multiple careers and occupations, learn expected workplace behavior, develop specific skills within an industry, and are given opportunities to apply academic and occupational skills in the workplace or a simulated workplace environment. Students learn how to apply what they are learning in the classroom, as they prepare to transition into the world of college and career opportunities.

**Prerequisites** – Introduction to AFNR & **one** of the Principles of Agriculture Courses (Plant or Animal)



## **ART EDUCATION**

### **BEGINNING STUDIO ART (1 credit)**

Studio in Art is a first year fine arts course, which exposes students to the elements of art, art history, drawing, painting, and sculpting techniques. Students will develop the ability to see and express themselves two dimensionally and three dimensionally. Students are expected to complete a number of given projects as well as participate in critiques and class discussions. This class may be used for the one year of art graduation requirement.

### **CREATIVE CRAFTS (1 credit)**

Creative Crafts is a 40-week course in which students are exposed to a number of craft techniques. The course may include the following crafts: pottery, fiber arts (weaving, tie-dye, & basketry), collage, repurposing, and jewelry. Students are expected to create a number of projects as well as participate in critiques and class discussions. This class may be used for the one year of art graduation requirement.

### **INTRO TO GRAPHIC ARTS (1 credit)**

This course will introduce students to the growing field of graphic arts. In this class, students will learn how to use Adobe Programs (such as Photoshop & Illustrator) and Digital Photography. This course will expand upon the elements and principles learned in previous art classes in a digital format. Students are expected to complete projects, as well as participate in class discussion and critiques. This class may be used for the one year of art graduation requirement.

### **STUDIO II (1 credit)**

Advanced Art is a fine arts course that expands on the techniques and experiences learned in Studio in Art. Students are expected to develop their own style while accomplishing given tasks in drawing, painting, sculpture, and printmaking. Students are expected to complete a number of projects as well as participate in critiques and class discussions. **(Prerequisite – Beginning Studio Art)**

### **ADVANCED STUDIO ART (1 credit)**

Advanced Art II is the second level advanced fine arts course. Students will approach this course on a more individualized level. Students will be more self-directed, and choose a theme or idea in which to focus their projects around while showing their knowledge of different mediums and techniques. This course will help prepare them for college level art courses and allow them to develop their own portfolio. Students will continue to develop their own style with guidance from the instructor. **(Prerequisite – Studio II)**

### **ADVANCED CRAFTS (1 credit)**

In this upper level course, students will develop an interest and expertise in a specific area or areas of crafts. They will use previously learned techniques to create a body of work in the chosen craft discipline(s). **(Prerequisite-Beginning Creative Crafts)**

### **INTRO TO CERAMICS AND SCULPTURE (1 credit)**

This course will introduce students to the various methods and techniques used in ceramics and sculpture. Students will produce works using techniques such as: throwing, carving, casting, modeling, and assembly. Students are expected to complete a series of projects, as well as participate in class discussion and critiques. **(Prerequisite – Beginning Studio Art or Beginning Crafts)**

### **ADVANCED CERAMICS AND SCULPTURE (1 credit)**

**(Prerequisite –Intro to Ceramics and Sculpture)**

### **COMPUTER PUBLICATIONS/YEARBOOK (1 credit)**

This course helps to produce the Marathon Junior Senior High School yearbook. Students will gain skills in the following areas: page design, publishing techniques, copywriting, editing, photography, record keeping, time management, teamwork, marketing, and leadership. Students will be tasked with producing a timeless, creative, and innovative publication which will record our school's community, memories, and events.

**Recommended: Intro to Graphic Arts or permission of instructor.**



**Business course listings are described under the business and computer technology sequence section, including requirements for Advanced Regents Diploma sequences (5 credits) in lieu of 3 credits of foreign language. Courses include:**

**Required Core Courses for Business/Technology Sequence**

- Computer Theory I & II
- Advanced Computer Theory
- Careers for the 21<sup>st</sup> Century (Independent Living) – see description below in Family and Consumer Science
- \*Word Processing I (1 credit for Intro to Word Processing from TC3- CAPS 111)

\*Please note that Word Processing I (1/2 credit) is a local requirement for students, in addition to a requirement for the sequence.

**Select 2 Additional Credits from the Following Options (for 5 credit sequence)**

- College Accounting (1 high school credit, 4 credits from TC3)
- Sports Marketing (1 credit)
- Web Page Design (1 credit)
- Business Law (1/2 credit)
- Personal Finance (1/2 credit)

*All courses are not offered every year. Annual offerings are determined by student interest and staff availability.*

**WORD PROCESSING (½ credit, 1 credit from TC3 CAPS 111)** Students will be taught the touch keyboarding system of inputting the alphabet, numbers, symbols and the ten-digit keypad with speed and accuracy. Students will learn to format enumerations, tables, outlines, single and multiple page reports, and personal/business letters. Word-processing topics covered include entering and exiting the program; saving and retrieving; search and replace; printing documents; editing functions such as move, copy, insert/delete, spell check; writing tools, and document formatting such as center, underline, block, tabs, footnotes, headers and footers, page number and breaks, widows and orphans and default margins.

**COMPUTER THEORY & APPLICATION I (½ credit)** This course will concentrate on the changes brought about by advancements in technology while teaching the fundamental skills essential for living and working in an electronic world. Discussion and application exercises will include the following business topics: history of technology in American business; universal activities (production, budgeting, external influences, resource development and management); and the use of technology to enhance subsystems in business.

Computer concepts discussed will include the use of windows, installing of software, naming and saving files, organizing files and folders, protecting your files and data storage, and connecting to the Internet. In addition, the course will provide an introduction to commercially

available software for microcomputers (specifically, word processing and publishing) including the use of a scanner, fax machine, and digital camera. Microsoft Office is used to teach to an intermediate skill level in Word and Publisher. Additional software programs, such as Print Shop Deluxe, may be included at the discretion of the instructor.

**COMPUTER THEORY & APPLICATION II (½ credit)** This course continues the use of computer applications at the intermediate level to challenge students who are already computer literate with word processing, the Internet and electronic mail skills, which are essential for living and working in an electronic world. Business applications will continue to be explored in the areas of production, budgeting, external influences, resource development and management.

Computer concepts will be discussed regarding browsing and searching the web, sending e-mails and attachments, recording and editing sound, creating desktop videos and animations and buying, upgrading and expanding your PC. This course also expands on the Microsoft Office series to teach an intermediate skill level of Excel and Access. Students will use Excel and Access to set up budgets, calculate monthly payments, analyze stock market information, generate payroll, inventory stock, manage customer accounts, and maintain employee records and other real-life and business applications. Students will also learn how to analyze data sets and chart their statistics. **Prerequisite: Computer Theory I**

**ADVANCED COMPUTER THEORY & APPLICATION (1 credit)** Advanced Computer Application is designed for the student who desires to increase his/her computer knowledge after working with computers at the intermediate level in Computer Theory and Application I & II. This course approaches the use of computer applications at the advanced level to continue to challenge students who are already computer literate with word processing, spreadsheets, database management, publishing, the Internet, and electronic mail skills. The course content expands their knowledge using these same skills at a more advanced level and also introduces three additional types of computer applications: Presentation skills with PowerPoint from Microsoft Office, Graphic design with Adobe PhotoShop and Adobe Illustrator, and Desktop publishing with Adobe PageMaker (Quark Express). Students are also introduced to creating their own Internet homepage-using HTML (Hypertext Markup Language). Windows utility functions will be incorporated throughout the course to teach students how to better manage their computer files. **Prerequisites: Computer Theory I & II or permission of instructor**

**BUSINESS LAW (½ credit)** covers the basic origins, structure, procedures, and terminology of the American legal system and the foundation of law. This course enables students to understand legal aspects of common business activities, to become aware of potentially serious legal situations, and learn legal terminology to facilitate discussion of legal issues. Topics include legal procedure, constitutional law, torts, and criminal law, with significant emphasis on contract law.

**PERSONAL FINANCE (½ credit)** addresses finance at a personal and practical level. Students examine current economic conditions focusing on how they can impact their personal economic situations.

Topics of discussions are as follows:

The Financial Planning Process, Financial Planning Tools: Personal Financial Statements and the Time Value of Money, Budgeting and Cash Management, Tax Planning, Managing Consumer Credit: Credit Cards and Consumer Loans, Making Automobile and, Housing Decisions, Insuring Cars and Homes, Life Insurance and Long-Term Care Planning, Employee

Benefits: Health, Disability, and Retirement Plans Savings for Distant Goals: Retirement and Education Funding, The Fundamentals of Investin, Investing in Stocks and Bonds, Investing in Mutual Funds and Real Estate and Estate Planning.

**COLLEGE ACCOUNTING (1 credit, 4 credits from TC3 ACCT 101)** This course is designed for students who plan to enter a post-secondary program of business study. The focus of the course provides student with the underlying concepts, theories, and procedures for recording, classifying, adjusting, summarizing and interpreting of financial data for service and merchandising entities. Additional topics include: accounting for cash, trade and notes receivable and payable, merchandise inventories, payroll and GAAP.

Students will be introduced to automated accounting through hands-on use of the in-house computer and general ledger software. They will be required to process transactions electronically for a service business, for accounts receivable, and for payroll. Optional topics include processing transactions electronically for a merchandising business and for accounts payable.

Students should, therefore, be well qualified to accept any position that might involve journalizing and posting in special journals and ledgers, with the assumption that many businesses bring in accountants to assist with financial statements and the adjusting and closing process.

**SPORTS MARKETING (1 credit)** The Sports Marketing course introduces students to the important roles of sports as a business in our economic system from a traditional business perspective, as well as an e-commerce perspective. In addition, students will develop an understanding of the various managerial, marketing functions, and activities necessary for success, along with an appreciation of the societal and environmental concerns of which today's entrepreneurs and business organizations must be cognizant. Ultimately, students will learn fundamental and successful business principles which will provide a solid foundation for postsecondary education in this field of study.

In addition, as part of the course, students may interact and develop course projects with local sports entities in their area and develop additional skills using a computer simulation project. Upon completion of the course students will have designed and carried out a sports fundraiser for a local non-profit organization.

**WEB PAGE DESIGN (1 credit)** Fundamentals of web design will focus on the overall production processes surrounding web site design with particular emphasis on design elements involving layout, navigation presentation, and interactivity. Students will learn web design in preparation for higher education or jobs in the Internet economy. Hands-on web design exercises will be taught using html and WYSIWYG editors. About half of this course is spent using the instructor-facilitated multimedia material and the rest is spent on lab exercises.

**Recommended: Studio Art and/or Intro to Graphic Arts.**



## **FAMILY & CONSUMER SCIENCE**

### **CAREER & LIFE SKILLS FOR THE 21<sup>st</sup> CENTURY (Independent Living) (1/2 credit):**

This course is required of all students planning complete a sequence in Agriculture or Business/Computer technology, and is recommended for students who are planning to attend a BOCES program.

### **CHILD DEVELOPMENT (1/2 credit)**

Students will learn about the stages of child growth from both psychological and physiological perspectives. Age appropriate expectations, developmental stages as child grow and mature, and specific considerations for caring for children will be explored.

### **CLOTHING & TEXTILES (1/2 credit)**

This course provides students with information regarding historical, cultural, and artistic influences on clothing design. Students will explore the concepts of design, fibers, wardrobe planning, color, pattern selection, construction skills and tools that are used in the design and construction of garments.

### **FOOD & NUTRITION (Healthy Cooking) (1/2 credit)**

This course will explore the changing world of nutritional choices that result in a heart healthier lifestyle. The study of nutritional and food preparation sciences will be the foundation, and designing healthier, creative and exciting menus will be integral aspects of the course. Students will learn practical skills to keep up and “eat smart” in our health conscious society

## **ENGLISH**

All students must earn 4 credits of English.



### **ENGLISH 9 (1 credit) (NCAA core course eligible)**

Focuses on making a successful transition from junior high English to senior high English. Emphasis is placed on applying the writing process to longer writing pieces, including essays and compositions. A research paper is written during the second semester and is a requirement for the completion of the course. Literary genre such as the short story, novel, drama, and nonfiction are also an integral part of the curriculum.

### **ENGLISH 10 (1 credit) (NCAA core course eligible)**

The students will develop reading, writing and thinking skills. The reading experience includes many genres (short stories, novels, plays, poetry, mythology, etc.). Students will write about their reading in log entries, essays, journals, and a variety of writing tasks. They are also expected to read a number of books independently outside the class in order to demonstrate their abilities to read and comprehend on their own.

Reading and writing tasks are integrated throughout the year through a variety of tasks and processes. Independent and partner projects are stressed instead of tests. Students demonstrate their understanding and thinking through such assignments. A research paper is also a major project for the year.

### **ENGLISH 11(1 credit) (NCAA core course eligible) (Required ELA Common Core Regents Exam in June)**

Students continue to develop and hone their comprehension and analysis skills through a variety of reading, writing, listening, speaking and collaboration activities. The focus is on the close reading of challenging texts, understanding how authors use rhetorical strategies to develop central ideas, writing text analysis responses and argumentative pieces. Independent reading, academic/content vocabulary, grammar skills-particularly those on the SAT, and syntax will also be stressed. A passing grade of 65 on this exam is a graduation requirement for the Regents and Advanced Regents Diplomas.

### **ENGLISH 12 TC3: (NCAA core course eligible) (1 high school credit; 3 credits from TC3 ENGL 101 & 3 credits TC3 ENGL 102)**

Students have the opportunity to take concurrent enrollment English their senior year meaning they will earn their English 12 credit for Marathon while doing college-level work through TC3 as College Now students. The courses, Academic Writing II and Approaches to Literature 102, are taught free of charge by an adjunct of the college at Marathon Central School. The six hours of college credit may be transferred from TC3 to various colleges. In Academic Writing II, which runs from September to January, students read and respond extensively to college-level texts, write argumentative papers in various formats, practice MLA and APA citations, write annotated bibliographies, real-life genres integrating research, and complete their senior symposium which consists of writing an eight-twelve page research paper, three research based genres, and a forty minute presentation to their peers. In addition, two outside novels are required for AR reading each marking period. In Approaches to Literature 102, which runs from February to June, students study two works of drama, short stories, and poetry as well as complete a research-based author study. Both courses place an

emphasis on reading, writing, speaking, and listening skills necessary for career, college, and citizenship readiness.

**Recommendations** for enrolling in the courses senior year include having either an eighty-five in eleventh grade English *or* on the eleventh grade Regents examination and an eighty-five percent attendance rate during junior year.

**ENGLISH 12 (1 credit): (NCAA core course eligible)**

This is a full-year program for the student who is not enrolled in the college English 12 course. Students will further develop their writing skills by using a variety of techniques. The students will apply the correct usage of mechanics and language skills in their writing and speaking, and they will further develop comprehension and critical reading skills through analysis and evaluation of various forms of literature and the media. Media material will include the newspaper, television, films and advertising.

**READING (1/2 credit or 1 credit for grades 9-12)**

This course is designed for 7<sup>th</sup> – 12<sup>th</sup> grade students who are reading below grade level. The intervention will be designed specific to student's reading deficits. Students will receive instruction focused on word reading skills and text analysis skills. Instruction will incorporate vocabulary, grammar, comprehension, and writing. As well as addressing foundational skills in phonics, spelling, sentence structure, and fluency.

**Recommendation** for placement in the reading course will be given by English teachers

**JOURNALISM (1/2 credit) (TBA depending on student interest and staff availability.)**

Journalism is an elective available in grades 10-12. The course is designed for students interested in newspaper, video, online, and photo journalism, as well as other types. The class is meant to develop students' skills as writers, especially presenting information. Students will learn the fundamentals of news, feature, editorial, sports, and other types of writing. The editing process will be heavily examined and students will create numerous original pieces using varied structures and writing techniques.

**PUBLIC SPEAKING (1/2 credit) and/or INTRO TO THEATER (1/2 credit) (Both courses TBA depending on student interest and staff availability.)**

## **LANGUAGES OTHER THAN ENGLISH (LOTE)**

Students must earn 1 credit of foreign language.



### **SPANISH IA (1 credit) (NCAA core course eligible)**

Spanish I is an introductory foreign language course used to earn the high school graduation requirement for languages other than English. Students generally take Spanish I in 8<sup>th</sup> or 9<sup>th</sup> grade, depending on individual student and scheduling needs. With successful completion of Spanish I, students may choose to continue with Spanish IB, II and III in subsequent high school years.

### **SPANISH IB(1 credit) (NCAA core course eligible) (TBA for 2023-24)**

Intended for students who have completed Spanish IA and would like to potentially continue on to Spanish II and/or Spanish III.

### **SPANISH II (1 credit) (NCAA core course eligible)**

Students will seek to improve the reading, writing, speaking and listening skills acquired in Level 1 as new grammar and vocabulary are learned. The study of the culture and geography will continue.

### **SPANISH III (1 credit) (NCAA core course eligible)**

***(TC3 credit dependent on staffing availability – 3 credits from TC3 SPAN 102.)***

The students will continue to work on the skills of listening, speaking, reading and writing in preparation for the High School Checkpoint B LOTE exam for Spanish. Writing and speaking skills will be especially emphasized. Students will also study Hispanic countries through food, clothing, celebrations, manners, sports and leisure activities, careers, and other typical daily routines of Hispanic people in order to expand their cultural awareness.

## **HEALTH EDUCATION**

### **HEALTH (1/2 credit- Graduation Requirement)**

This course will expand on the student's current knowledge in the areas of personal health. Topics include mental, social, and emotional health. The stress response and stress management. The basics of nutrition and the benefits of physical activity. Alcohol, tobacco and other drugs and human sexuality. Students will learn how to maintain adequate personal health, as well as how to improve areas that are lacking and be provided with the resources to gain overall personal wellness.

### **COLLEGE HEALTH (1/2 credit, 3 credits from TC3 HTLH 206)**

This course will examine the fundamentals of health promotion by isolating some of the most perplexing health-related problems. Students will be provided opinions, data, and facts to help them make decisions to optimize their personal health. Topics may include but are not limited to promoting health behavior change, psychosocial health, managing stress, violence and abuse, human sexuality, nutrition, weight management, personal fitness, addictions and addictive behavior, alcohol, tobacco and caffeine, illicit drugs, cardiovascular disease, cancer, infectious diseases, sexually transmitted infections, noninfectious conditions, healthy aging, environmental health, consumerism and complementary and alternative medicine.

**Recommendation – Senior standing**

### **PSYCHOLOGY (1/2 credit, 3 credits from TC3 PSYC 103) (NCAA core course eligible)** *(Course and/or TC3 credit dependent on both student interest and staffing availability.)*

This course will provide a basic understanding of the field of psychology. This includes psychology theories and research relating to emotions, motivation, learning development, behavioral disorders, and personality. Class discussion, class presentations, and group discussion groups will supplement the lecture material.

**Recommendation: Senior standing or permission of instructor**

## **MATHEMATICS DEPARTMENT**

All students must earn 3 credits in Mathematics.



All students must earn 3 full credits in mathematics. A score of 65 on the CC (Common Core) Algebra Regents is a graduation requirement for the **Regents Diploma**.

To meet the requirements for the **Regents Diploma w/Advanced Designation**, students must earn 3 credits in mathematics and earn a score of 65 on the correlating Algebra I, Geometry, and the Algebra II w/Trigonometry Regents Exams.

### **FOUNDATIONS of ALGEBRA (1 credit)**

This is a common core approach to Algebra which begins to build upon many basic concepts, and is year one of a 2-year course in Algebra. It begins with a review of the real number system, algebraic properties writing algebraic expressions, writing and solving basic equations, and combining like terms. Additionally, students will learn about patterns, equations, graphs, ratio and rates, proportions and similar figures, percent of change, relative error, and solving inequalities, union and intersection of sets.

### **COMMON CORE ALGEBRA (1 credit) (Common Core Algebra Regents Exam)** **(NCAA core course eligible)**

This course consists mainly of problem solving using algebra content strands. The student will also deal with coordinate geometry, measurement, right triangle trigonometry, probability and statistics.

### **Accelerated Program for Grades 8- 12 Mathematics**

In order to be eligible to take Algebra I in the fall 8<sup>th</sup> grade, a student **MUST** score a Level 4 on the New York State Grade 7 Mathematics Assessment in the prior spring. If a student participates in the accelerated program, the course sequence will be as follows:

#### **Math Sequence for Accelerated 8<sup>th</sup> grade students**

#### **(Required: Level 4 on the NYS Math 7 assessment in Spring of Grade 7)**

- Grade 8- Algebra I course, Algebra I Regents Exam in June.
- Grade 9- Geometry course, Geometry Regents Exam in June
- Grade 10-Algebra II course, Algebra II Regents Exam in June (TC3 Math 132 + TC3 Math 135, total of 8 TC3 credits)
- Grade 11 – Calculus I course (TC3 Math 201, 4 credits)
- Grade 12 – Calculus II course (TC3 Math 202, 4 credits)

### **Math Options for 9<sup>th</sup> and 10<sup>th</sup> Grade**

Students will enroll in 9<sup>th</sup> grade courses based on grades and testing information, as well as teacher recommendation.

**Option I:** Common Core Algebra in 9<sup>th</sup> grade (Regents exam in June); Common Core Geometry in 10<sup>th</sup> grade (Regents Exam in June)

**Option II:** Foundations of Algebra (9<sup>th</sup> Grade) and Common Core Algebra in 10<sup>th</sup> grade (Regents Exam in June)

### **GEOMETRY (1credit) (Common Core Geometry Regents Exam) (NCAA core course eligible)**

Common Core Geometry is an investigation driven course in Geometry that is aligned to the new national standards with the help of the New York State modules. It delves deeply into constructions, including such new favorites as tri-secting a line segment. Transformations are also related to construction techniques, and proofs involve an understanding of rigid motion. The new curriculum is also rich with trigonometry including, but not limited to, the Law of Sines, the Law of Cosines, and the trig-based area formula for a triangle. The course continues with a rigorous look at 3-dimensional geometry, (almost) everything you ever wanted to know about circles and logic. It is a challenging new approach to an old topic, with many twists and turns along the way.

### **ALGEBRA II (w/ TRIGONOMETRY) (1 credit) (Algebra II Regents Exam) (NCAA core course eligible) (4-8 TC3 credits)**

This course reviews and deepens understanding of Common Core Algebra concepts and covers the more advanced topics of Algebra II w/Trigonometry. Topics included are relations and functions, quadratic equations, exponents and radicals, complex numbers, trigonometry, exponential and logarithmic functions and conic sections. An emphasis is placed on mathematical modeling and applying skills to solve word problems. This course culminates with a Regents examination and is required for the Advanced Regents diploma. **Recommendation: 75 or higher in Common Core Geometry**

#### **Course Options for Algebra II (w/Trigonometry) - based on teacher recommendation**

- **Algebra II w/Trigonometry/TC3 Math 132 (College Algebra) (4 credits, spring semester)**
- **Advanced Algebra II w/Trigonometry/TC3 Math 132 (College Algebra) (4 credits fall semester); TC3 Math 135 (Precalculus) (4 credits spring semester)**

### **CALCULUS (1 credit, 4 credits from TC3 MATH 201) (NCAA core course eligible)**

This is a first course in calculus for all disciplines. Topics include limits, continuity, derivatives and anti-derivatives of algebraic, trigonometric, logarithmic, and exponential functions, and the definite integral. Applications include curve sketching, optimization problems, and related rates. **Recommendation: C or better grade in TC3 MATH 135 (Precalculus)**

\***Calculus I/TC3 Math 201(fall) and Calculus II/TC3 MATH 202 (spring) MAY BE** offered to seniors in one year based on student interest, teacher recommendation, and successful completion of prerequisite coursework necessary for success in **both** courses.

## **21<sup>st</sup> CENTURY MATHEMATICS (1 credit)**

21<sup>st</sup> Century Mathematics is a math course that provides an alternate pathway for students to continue their mathematics education beyond Algebra I. The goal of the class is to provide students with a hands on, interactive approach to learning mathematics through project/problem based real world learning experiences. Students will continue to work on developing modeling, reasoning and program solving skills in a non-traditional and personalized mathematics learning environment. Career exploration, math lab, and data analysis will be some of the real-world components of the program, in addition to preparing for placement tests at post-secondary colleges or technical schools.

### **Possible Math Sequences for students who start Algebra I in Grade 9**

**9<sup>th</sup> grade: Algebra I (Regents Exam)  $\implies$  10<sup>th</sup> grade Geometry: (Regents Exam)  $\implies$  11<sup>th</sup> Grade Algebra II: (Regents Exam & TC3 credits)  $\implies$  12<sup>th</sup> Grade: Statistics, Precalculus, Calculus I, or Calculus I/Calculus II (when offered) (all TC3 credits)**

**OR**

**9<sup>th</sup> grade: Foundations of Algebra  $\implies$  10<sup>th</sup> Grade: Algebra I (Regents Exam)  $\implies$  11<sup>th</sup> Grade: Math as Part of a CTE Tech Ed Program (BOCES), or Foundations of Geometry  $\implies$  12<sup>th</sup> Grade: Math as part of a CTE Tech Ed Program (BOCES), Math for the 21<sup>st</sup> Century, or Geometry (Regents Exam)**

**OR**

**9<sup>th</sup> Grade: Algebra I (Regents Exam)  $\implies$  10<sup>th</sup> grade Geometry: (Regents Exam)  $\implies$  11<sup>th</sup> Grade: Math as Part of a CTE Tech Ed Program (BOCES) or Math for the 21<sup>st</sup> Century, Part I**

**OR**

**9<sup>th</sup> Grade: Algebra I (Regents Exam)  $\implies$  10<sup>th</sup> grade Geometry: (Regents Exam)  $\implies$  11<sup>th</sup> Grade: Math for the 21<sup>st</sup> Century, Part I  $\implies$  12<sup>th</sup> Grade: Math as part of a CTE Tech Ed Program (BOCES) or Math for the 21<sup>st</sup> Century, Part II (if offered)**



## **MUSIC EDUCATION**

All students are required to earn at least one credit in Art or Music.

### **BASIC OBJECTIVES**

1. To give all students in grades 9-12 at least a minimum of the cultural background of music and a foundation in one phase of the humanities.
2. To provide students with an outlet for performing, composing, and experiencing music in their everyday lives.

### **BAND (1 credit)**

This organization is open to any interested students in grades 9-12 who have performed on a wind or percussion instrument for one or more years in a Junior High band or in another High School band.

In addition to the scheduled class periods, the members are required to attend a prepared lesson for one period each week.

Membership in the band means participation in all activities and public performances. These may include parades, concerts, graduation ceremonies, and any other programs or contests that might offer the members additional musical experience of value.

### **SENIOR HIGH CHORUS (1/2 credit)**

This organization is open to any student in grades 9-12. The chorus rehearses 3 periods a week for 40 weeks. Membership in chorus means participation in all activities and public performances.

These may include concerts, incidental music for dramatic presentations and graduation ceremonies, and contests which might offer the members additional musical experience of value.



## **PHYSICAL EDUCATION**

A total of 2 credits in PE are required for graduation (1/2 credit each year grades 9-12).

### **Physical Education Class Expectations**

Physical Education is a **required** course for graduation. Each student receives a ½ credit each year they successfully complete PE.

#### **General Requirements:**

- Students who are present in class are expected to change and participate.
- Athletes are required to participate in PE to be eligible for after school activities.

#### **Absences:**

- Students are NOT required to make up grade level trip or athletic dismissal. All other missed classes will be counted against student.
- **Not making up required PE classes places you at risk for failing the marking period.**

#### **Unprepared:**

- Students will NOT be able to make up missed classes due to not changing clothes.

#### **Make Up PE Classes:**

If a student is unable to medically participate, or absent, the following apply:

- Students will have the opportunity to **make up a maximum of 4 classes** each marking period.
- Students will be able to make up missed classes during study hall. Those students who do not have a study hall in their schedules, may make up missed classes during 10<sup>th</sup> period enrichment.

#### **Medical Restriction:**

The following applies to students who are medically restricted or excused from physical activity:

- All medically excused absences must be made up when the student is medically released to do so, or by use of the fitness room during PE class, as prescribed by medical personnel.
- Long term (ten weeks or more) medically excused absences must be made up with written work, when no active participation is allowed, using a plan made by the PE teacher.
- Failure to make up PE classes while on medical restriction, does not excuse the student from class participation expectations.
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#### **PE Participation Dress Code:**

- Students are required to change both top and bottom to participate in PE class. All clothing must comply with the school dress code. Only sneakers are to be worn in the gym.

#### **Locks & Lockers:**

- Each student will be issued a locker at the beginning of the year.
- Students are expected to lock all personal belongings in the locker, before leaving the locker room to participate in class.
- 

#### **PE- Lifetime Skills (elective ½ credit – must be taken concurrently with PE course)**



## **SCIENCE**

All students must earn 3 full credits in science.

Students earning a Regents Diploma need to earn a score of 65 on one Regents Examination and students earning an Advanced Regents Diploma are required to earn 65 on a minimum of two Regents Examinations.

### **Accelerated Program for Science Grades 8-12**

In order to be eligible to take Earth Science in the fall 8<sup>th</sup> grade, a student **MUST** have sat for and scored a Level 4 on the New York State Grade 8 Science Assessment in the prior spring. A letter will be sent home in the fall of 7<sup>th</sup> grade, and students **must sign up in advance to take the grade 8 science assessment in the spring**. If a student participates in the accelerated program, the course sequence will be the following:

- Grade 8- Earth Science course, Earth Science Regents exam in June
- Grade 9- Living Environment course, Living Environment Regents exam in June
- Grade 10-Chemistry course, Chemistry Regents exam course in June
- Grade 11 – Physics course, Physics Regents exam in June
- College credit science course – TBA depending on staffing and availability

### **EARTH SCIENCE (1 credit) (Regents Exam) \* (NCAA core course eligible)**

Earth Science is an integrated study of the Earth's history, composition and structure, its atmosphere and oceans, its environment in space and follows the recommended syllabus prepared by New York State. The lab-oriented course revolves around approximately 65 laboratory and problem solving activities dealing with the processes of change in the Earth's surface, motion and measurement of the Earth, energy of the Earth, meteorology, the rock cycle, and the geologic time line. The class meets an additional 3 periods for lab class every 6 days to allow additional time for the required lab work. The final exam in this course is the State Regents exam given in June. (All labs are to be written up and will be graded. Students **must satisfactorily** complete a minimum of 30 lab hours to take the final exam.) A minimum score of 65 is required for Regents exam credit.

### **LIVING ENVIRONMENT (1 credit) (Regents Exam) \* (NCAA core course eligible)**

This course is intended to prepare individuals for college level Biology, and it fulfills Regents syllabus requirements. Study begins at the molecular level and progresses through cellular, organ system, and organismic levels of living things. Topics include biochemistry, taxonomy, human physiology, reproduction, and development, genetics, evolution, and ecology. Each student will be scheduled for six periods a week including lab(s). The course is lecture in format with laboratory investigations to reinforce lecture content and to develop laboratory technique. The Living Environment Regents examination is given in June. Students must meet the state mandated lab requirement in order to be able to take the Regents examination.

**TC3 BIOLOGY (when offered) (1 high school credit, 4 credits each semester from TC3, BIOL 104 & BIOL 105) (NCAA core course eligible)**

BIOL104 (fall) and BIOL105 (spring) are TC3 concurrent enrollment courses in which qualified students can earn both high school and college credit. These courses are intended for students who plan to transfer to an upper level program in science, environmental science, medicine, or a science-related field. Students who have a strong interest in a rigorous study of biology may also enroll. Topics of BIOL 104 include basic chemistry and biochemistry, cell morphology, physiology and energetic, and classical and molecular genetics. Topics of BIOL105 include evolution, biodiversity, botany, and ecology. BIOL 104 and BIOL 105 both fulfill the SUNY General Education Natural Sciences requirement. This course is often offered every other year (odd years), depending on student interest.

**Required:** Successful completion of Living Environment and Regents Exam

**Recommended:** Successful completion of Chemistry Regents Exam

**ENVIRONMENTAL SCIENCE (when offered) (½ credit) (NCAA core course eligible)**

The goal of this half-year course is to provide students with a better understanding of the critical environmental problems that face our world. The focus will be on the physical aspects and negative impacts that each environmental problem has, and may continue to have, on the environment. Most issues discussed will explore problems that deal with water, land, and the atmosphere such as global warming, destruction of the coral reefs, landfill leakage, and others. Students will look at the many chemical and abiotic factors involved to determine what role humans should play in such issues. A separate lab will not be assigned, as the class will not be taught through traditional lecture style.

**FORENSICS (when offered) (1/2 credit) (NCAA core course eligible)**

This is a half-year course based on the science applied to gather and processing evidence, and its use in supporting the enforcement of criminal and civil law. Some of the topics studies will include fingerprint identification, ballistics, chemical and biochemical analyses, materials analysis, and DNA identification. Students will process simulated crime scenes, analyze and interpret data, and present their findings.

**CHEMISTRY (1 credit) (Regents Exam) \* (NCAA core course eligible)**

The Regents Chemistry course is designed to prepare individuals for any college or technical chemistry. Chemistry is the study of the composition, structure and properties of matter, the changes which matter undergoes, and the energy accompanying these changes. The laboratory portion of the course is designed to supplement the class knowledge and teach general laboratory skills. A Regents examination is given in June. The student's own scientific calculator is recommended.

**PHYSICS I (TBA) (1 high school credit – full year course)\***

*(Course and/or TC3 credit dependent on both student interest and staffing availability.)*

Physics course studies mechanics, energy, wave phenomena, electricity and magnetism, atomic, and nuclear physics. Math is used extensively. This advanced course is designed to prepare an individual for any college or technical physics. It is recommended for anyone planning further education in math, science, engineering electronics, auto mechanics, or construction. The student's own scientific calculator is recommended. A separate lab period

is also scheduled in conjunction with this class. The NYS Physics Regents Examination is given in June, at the conclusion of the course.

***\* New York State Education Department requires that each student must successfully complete laboratory requirements prior to taking the Regents examination. Any student who has not completed this requirement will NOT be able to take the Regents exam and will receive a grade of "0" (zero) as their final exam grade, which counts for 20% of the final course grade.***



## **SOCIAL STUDIES**

Students are required to earn 4 credits of Social Studies for graduation. The corresponding courses are described below. Students must also earn a score of 65 on the Regents examinations for Global History and U. S. History for both the Regents and Advanced Regents Diplomas.

### **SOCIAL STUDIES 9: GLOBAL STUDIES I (1 credit) (NCAA core course eligible)**

This is the first year of a two-year study of major events and themes throughout world history. In 9<sup>th</sup> grade Global History and Geography, students will study civilizations, belief systems, and cultural practices beginning with ancient civilizations and progressing to the early modern period of the 1700's. The course will address history, geography, economics, and government, while making connections across regions and time periods. Historical analysis of documents and writing is an important part of the course. The course concludes with a final exam that prepares students for the skills needed to successfully complete the Regents Exam in 10<sup>th</sup> grade.

### **ADVANCED GLOBAL STUDIES I (1 credit) (NCAA core course eligible)**

This is the first year of the two-year AP course for Global History. Selection of this course is typically influenced by academic performance in Grade 8 social studies, including average and final exam grade.

### **SOCIAL STUDIES 10: GLOBAL STUDIES II (1 credit) (NCAA core course eligible)**

Global History and Geography in 10<sup>th</sup> grade will pick up where 9<sup>th</sup> grade left off and continue to the present. Global History themes which are of special focus in the 10<sup>th</sup> grade year include, but not limited to: conflict, nationalism, science and technology, economic systems, imperialism, the environment and human rights. During the last section, students will prepare for the Regents exam in June of their 10<sup>th</sup> grade year, including a review of 9<sup>th</sup> grade content.

**AP GLOBAL HISTORY (1 credit, option to take Advanced Placement exam to earn college credits) (NCAA core course eligible)**

This option is discussed with incoming 9<sup>th</sup> graders, who will prepare for the AP Global History Exam over two years. In addition to the Regents Exam in June of 10<sup>th</sup> grade, these students will have the option of taking the AP Global History Exam in May of 10<sup>th</sup> grade. Student are only eligible for college credits at the conclusion of the course, if they take the AP exam and earn a score of at least 3.

**SOCIAL STUDIES 11: US History and Government (1 credit) (NCAA core course eligible)** This course provides an in depth examination of the operations of our government as constructed under the Constitution, and a study of themes such as change, civil liberties, and power through a chronological approach to American history. The learning experience will include the use of media, the study of primary documents, class and small group discussions, individual presentations, and review games. The course is writing intensive, as a comprehensive Regents exam is required upon completion. A score of 65 is required on this exam.

**TC3 US HISTORY (1 credit, 6 credits from TC3 HSTY 201 & HSTY 202) (NCAA core course eligible)**

This course is a survey of US History from the time of the establishment of European colonies in North America through the present day. It also includes an in-depth look at the operation of our government and our role and responsibilities as citizens. Extensive examination of primary source documents and use of technology outside of the classroom setting are important components of the course. In addition, *the course is reading and writing intensive.*

For TC3 purposes, the curriculum is divided into 2 semesters, HSTY 201 and HSTY 202. **Each of these classes** bears 3 college credits. The first semester begins and the European colonies and ends at Reconstruction in 1877 with a final exam. The second semester completes history from Reconstruction to the present, concluding with a final project. You will be registered as a TC3 student while taking these classes, and an overall grade of 74 or higher is required each semester to eligible for transferable college credits. As would be expected in college, **consistent daily attendance is required.**

***Recommendation: Successful completion of Global Studies and Geography II with an overall final average of 85 or better in the class, and/or a score of 80 or better on the Global History and Geography II Regents Exam.***

**ECONOMICS (½ credit) (NCAA core course eligible)**

A practical course in Economics, this course is designed to inform the student in such areas as bank services, savings and investing, insurance needs, taxation, and meeting the cost of college. Guidelines for the course are more flexible than in other social studies courses. Some time is spent looking at job opportunities.

**PARTICIPATION IN GOVERNMENT (½ credit) (NCAA core course eligible)**

This is a two-part course with the first section focusing on local government (function, types of structures, participants, etc.). The second half of this course will give students a basic and practical knowledge of the legal system in New York State. Topics of discussion will be Criminal and Civil Law, Juvenile Law, Housing Law, Consumer Law and Family Law.

**TC3 GOVERNMENT (1 credit, 3 credits from TC3 POSC 103) (NCAA core course eligible)**

TC3 government corresponds to the freshman American Politics survey courses in colleges throughout the country. Many of the expectations and demands will be similar to the demands as a college freshman. Additionally, students will register for the spring semester at TC3 to earn 3 college credits for POSC 103- American National Government.

The curriculum includes the Constitution, Presidency, Congress, the federal court system, the bureaucracy, political parties, public opinion, elections, interest groups, media, and public policy. In addition to the 3 credits from TC3, students have the option of taking the AP exam in May.

**CIVIL WAR (when offered) (½ credit):** This half-year elective class will focus on topics relative to significant events, individuals, sites, and battles of the Civil War. Out of class experiences will be incorporated.

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**TECHNOLOGY CLASSES**



**INTRO TO COMPUTER SCIENCE (1 credit)** Introduction to computer science curriculum, including the foundations of computer science and basic programming. There will be an emphasis on using content area materials to develop logical thinking and problem solving skills.

**COMPUTER SCIENCE 2 (1 credit)**

**Prerequisite: Intro to Computer Science**

**VIDEO PRODUCTION/MORNING ANNOUNCEMENTS (1 credit)** In addition to producing the morning announcements, this class will explore the technical aspects of live stream and recording. Students will also explore the artistic, creative, and historical background of video, broadcasting, and film production. The course objectives will include instruction and training in pre-production, production, and post-production phases of project development.

**ESPORTS (TBA)** The Esports curriculum will explore considerations, design, and elements of decision making specific to the growing Esports industry.

## List of 2022-23 courses approved for TC3 dual college credit

(will be updated September 2023 for 2023-24 school year)

For up to date information, refer to:

[http://www.tc3.edu/collegenow/concurrent/is\\_partner\\_schools.asp](http://www.tc3.edu/collegenow/concurrent/is_partner_schools.asp)

Students who enroll in the following courses will take the class at Marathon Jr.-Sr. High School, instructed by a Marathon Central School faculty member. The curriculum for each of the courses has been approved by TC3. Therefore, a student can earn high school and college credit for the successful completion of any of these courses. There are prerequisites for most of the courses and a student should talk with a guidance counselor for more details.

This list is updated throughout the year.

***\*\*Please note: While this is a list of approved courses, not all courses on the list may be offered in any given year. Course offerings are based on student enrollment and staffing requirements.***

Course Title	TC3 Equivalent	Credits	Semester	Prerequisites
<b>College Accounting</b>	<b>ACCT 101</b> Principles of Accounting	4	Full Year	Successful completion of Algebra I Regents Exam
<b>TC3 Biology</b> <i>(Not offered every year.)</i>	<b>BIOL 104 &amp; BIOL 105</b> General Biology I and II	8 – four credits for each semester	Fall and Spring Semesters (usually alternating years)	Successful completion of Biology Regents Exam and successful completion of Chemistry recommended
<b>English 12/TC3</b>	<b>ENGL 101</b> Academic Writing and <b>ENGL 102</b> Approaches to Literature	6- three credits for each semester	Fall and Spring	Recommended: Grade of 85 on the Common Core English Exam or 85 final average in English 11 AND 85% attendance in 11 <sup>th</sup> grade
<b>TC3 US History</b>	<b>HIST 201</b> American History to 1877 & <b>HIST 202</b> American History from 1877	6 – three credits for each semester	Full year	Junior or Senior Standing Recommended: 80 average in Global Studies or 85 on Global Studies Regents Exam
<b>College Health</b>	<b>HLTH 206</b> Personal Health	3	Spring Semester	Successful completion of senior high school health course
<b>Calculus I</b>	<b>MATH 201</b> Calculus 1	4	Fall Semester or Full Year	Recommended: Grade of C or higher in Precalculus (TC3 MATH 135)

<b>Calculus II</b>	<b>MATH 202</b> Calculus 1	4	Spring Semester, when offered	Successful completion of Calculus I (TC3 MATH 201) and teacher recommendation
<b>College Algebra</b>	<b>MATH 132</b> College Algebra and Trigonometry	4	Fall or Spring Semester (part of Algebra II high school course)	Recommended: Grade of 70 in Algebra II w/Trigonometry at time of TC3 registration OR Grade of C or higher in STATS
<b>Precalculus</b>	<b>MATH 135</b> Precalculus	4	Spring Semester (applicable section of Algebra II course)	Recommended: Grade of C or Higher in College Algebra
<b>TC3 Government</b>	<b>POSC 103</b> American National Government	3	Full Year	Senior Standing and 80 or higher class average at the end of the fall semester.
<b>Psychology</b>	<b>PSYC 103</b> Intro to Psychology	3	Fall	Senior standing
<b>Spanish III</b>	<b>SPAN 102</b> Beginning Spanish II	3	Full Year	Enrollment in Spanish III
<b>Word Processing TC3</b>	<b>CAPS 111</b> Intro to Word Processing	1	Fall or Spring Semester	Enrolled in Word Processing course in grades 9-12

### **Important TC3 Transcript Information:**

Enrolling in a TC3 dual credit course at Marathon means that a student is also establishing a college transcript. This academic information is transferred to future colleges of interest.

**Students** must directly request this information from TC3. Since the transcript is a student's personal educational record of college coursework from TC3, **Marathon Central School personnel or parents/guardians are not authorized to request these student transcripts from TC3.**

<https://www.tompkinscortland.edu/admissions/transcripts>

### **Obtaining a transcript from TC3:**

College credits are awarded directly by TC3. Transferring the credits to another college requires approval and acceptance from the college or university that the student plans to attend. In order for these credits to be accepted by another college or university, students must obtain an official transcript from TC3, and **the individual student must make this request.** Information regarding transcript requests can be found at [www.TC3.edu](http://www.TC3.edu) at the TC3 student link, using guest access or by calling the TC3 academic records office at 844-8211, extension 4306. The guidance office can also provide you with transcript request information.

## **Additional Course Offered for Advanced Placement Credit (AP)**

**AP Global History:** There is not a dual credit agreement for World (Global) History. However, like many colleges, TC3 will grant college course credit for specific course (s), based on a student's performance/score on the AP exam.

Students who pursue this option for World History college credits enroll in a more challenging, comprehensive Global Studies preparation course in both 9<sup>th</sup> and 10<sup>th</sup> grade. Students would also take the Global History Regents Exam in June of their 10<sup>th</sup> grade year, in addition to the AP exam in May.

In order for a college to grant course credit for a specific AP score, students **must** have an official score report sent from College Board to verify the score. Like college transcripts, the student will need to submit this request personally. Due to student privacy laws regarding educational information, staff at the high school or college level are not able to complete this request. For further information, please speak with your guidance counselor or review the information at College Board at the following link:

<https://apstudents.collegeboard.org/sending-scores>



## **CAREER & TECHNICAL EDUCATION (CTE) @ OCM BOCES**

### **THE BOARD OF COOPERATIVE EDUCATIONAL SERVICES**

**General Information:** Students interested in the occupational/vocational program options at BOCES should discuss graduation requirements with their guidance counselor. Specific options for meeting graduation requirements with a BOCES program will be discussed. In some cases, limited credit for math and/or science can be obtained through enrollment in one of the BOCES programs. Detailed information regarding these opportunities can be obtained from the student's guidance counselor.

For all programs at Onondaga Cortland Madison (OCM) BOCES, visitations are arranged for 10<sup>th</sup> grade students in February or March. These dates are announced by the guidance office. Students who think they may be interested are **strongly encouraged** to attend these visits.

### **OCM BOCES CTE Programs (3 Credits per Year for Career Portion AND 1 credit each year for Math or Science)**

- 11th grade (Year 1) students attend during Periods 1-4
- 12<sup>th</sup> grade (Year 2) students attend during Periods 6-9

Students who enroll in a BOCES Occupational (CTE) Program will have time in their schedules to take a maximum of 3 additional courses, along with Physical Education.

- OCM BOCES Cortland students will need to take Social Studies, English, and PE at Marathon JSHS during both their 11<sup>th</sup> and 12<sup>th</sup> grade years at Marathon, leaving room for a third course.

For all students, the third course scheduled at Marathon in any particular year will be determined based on the student's graduation requirements and scheduling opportunities.

- For **New Visions Medical Professions and New Visions Environmental Science Programs** (seniors only), high school credits earned are dependent on the program. Additional courses scheduled at the Marathon Junior Senior High School will be contingent on scheduling options and graduation requirements.

## **COURSES AT OCM BOCES (Cortland Campus) JUNIOR AND SENIOR YEAR**

Students interested in a two-year BOCES program can visit programs in spring of their 10<sup>th</sup> grade year. Visitation dates are established by the Cortland BOCES campus. The Guidance Office will announce these dates, and interested students should talk with their guidance counselor about signing up for these programs in spring of their 10<sup>th</sup> grade year.

### **AUTOMOTIVE COLLISION TECHNOLOGY**

#### **Program Description**

Automotive Collision Technology is a two-year program in which students learn the essential skills needed to begin a career in the auto body and collision industry. As specialists in the automotive industry, Automotive Collision Technology students gain real-world and hands-on experience working in an industry-standard collision lab setting. Students will learn the fundamentals of vehicle refinishing, metalwork, unitized body and frame alignment, painting and finishing, welding, plastics repair, body repair/replacement, cost estimation and customer service skills. Students are provided with internship experiences and the opportunity to earn a Career and Technical Endorsement on their diploma by successfully passing an industry standard technical assessment.

### **AUTOMOTIVE TECHNOLOGY**

#### **Program Description**

Automotive Technology is a two-year program designed to provide students with basic mechanical knowledge and skills. As an Automotive Service Excellence (ASE) program certified by the National Automotive Technicians Education Foundation (NATEF), it gives students knowledge and skills through a combination of theoretical study and hands-on lab work, including the repair of customer vehicles in brake systems, engine performance diagnosis, suspension and steering, electronic control systems and on-board computerized engine control systems diagnosis on automobiles and light trucks. This program, which is nationally and state-certified, is the first step in preparing an individual for a career in the technical repair field. Over the course of the program, students are provided with internship experiences and the opportunity to earn a Career and Technical Endorsement on their diploma by successfully passing the industry-standard ASE NATEF technical assessment.

### **COMPUTER TECHNOLOGY**

#### **Program Description**

The Computer Technology program is designed to prepare students for the ever-changing world of computer and information technology. Through a combination of theory and hands-on lab work, this two-year, Cisco-certified program provides students with the essentials of computer repair and support in the first year, before transitioning to the fundamentals of networking in year two. As the first step in the computer technology career path, the program gives students the opportunity to earn the industry-recognized Cisco Career Certification, which also serves as a gateway to the industry-recognized CCNA Certification. Moreover, the CompTIA A+ Certification is yet another key offering that helps fulfill a comprehensive program for students who are preparing for entry-level work or have post-secondary aspirations. Prior to completion, students are also provided with internship experiences and the opportunity to earn a Career and Technical Endorsement on their diploma, which they can achieve by successfully passing the industry-standard technical assessments.

## **CONSTRUCTION TECHNOLOGY**

### **Program Description**

The two-year Construction Technology program teaches students the essential skills needed to begin a career in the building and construction trades. Through the construction of a new house, students will gain real-world knowledge and hands-on experience in the fundamental components of carpentry, drywall, painting, framing, roofing, floor installation, door and window installation, blueprint reading, siding, electrical wiring, plumbing, proper tool use and OSHA safety training. Students will develop and demonstrate integrated academics and employability skills through class activities, projects, a live clinic, community service and professional development. Students are also provided with the opportunity to earn a Career and Technical Endorsement on their diploma by successfully passing an industry-standard technical assessment.

## **COSMETOLOGY**

### **Program Description**

Cosmetology is a two-year program that instructs students in the theory and practical skills necessary to prepare them for a career in the cosmetology field and/or postsecondary education. Students are provided with hands-on training and experience to pursue employment opportunities in such roles as cosmetologists, nail technicians, estheticians, hair stylists, salon managers and small-business owners. As part of the required 1,000 hours of instruction over a two-year period, students are provided with clinical and internship experiences in addition to the opportunity to apply for their

New York State Cosmetology License and earn a Career and Technical Endorsement on their diploma by successfully passing a technical assessment.

## **CULINARY & PASTRY ARTS**

### **Program Description**

Culinary & Pastry Arts is a hands-on food preparation program that provides students with broad exposure to the science of cooking and the art of pastry design. Through an academic partnership with the National Restaurant Association, students will develop their culinary and pastry skills learning the ProStart curriculum in food production, dining etiquette, customer service, food safety and sanitation. As part of the required 1,000 hours of instruction over a two-year period, students are provided with internship experiences and the opportunity to earn a Career and Technical Endorsement on their diploma by successfully passing the industry-standard ProStart exams and NOCTI performance assessment.

## **EARLY CHILDHOOD EDUCATION**

### **Program Description**

The Early Childhood Education program is offered to students who want to pursue a career working with young children. Students learn about the characteristics, needs and behaviors of 3- and 4-year-olds and study best practices on how to guide and teach them in a nursery school setting. Each high school student in the program is provided the opportunity to participate in all phases of operating the nursery school. Students are responsible for the planning, preparation and presentation of activities for young children, functioning as student teachers under the supervision of a certified teacher. Students are provided with embedded

internship experiences and the opportunity to earn a Career and Technical Endorsement on their diploma by successfully passing an industry-standard technical assessment.

## **GRAPHIC COMMUNICATIONS**

### **Program Description**

Graphic Communications is a two-year, project-based program for students who want to develop 21st-century career and communication skills in graphic design and artistry. Macintosh computers and Adobe software are featured, as are projects in the form of multimedia advertisements, logo design, business cards, computer illustrations, digital imaging, multimedia and web design. Field visitations to advertising agencies, printing companies and colleges are embedded into the program. Dual-credit courses are an integral component of the program and are offered through Tompkins Cortland Community College, where students may earn up to six college credits in Art and Communications. Prior to completion, students are also provided with internship experiences and the opportunity to earn a Career and Technical Endorsement on their diploma by successfully passing an industry-standard technical assessment.

## **HEALTH OCCUPATIONS**

### **Program Description**

Health Occupations is a two-year program offering theory and practical experience for students interested in the medical and health care professions. Students are introduced to multiple facets of long-term care, basic nursing procedures, patient rights, ethical practices, medical terminology and body systems. Students will have the opportunity to earn a New York state license as a certified nursing assistant and CPR & First Aid certification. This training includes a minimum of 108 hours in a long-term care clinical setting. Students are provided with embedded internship experiences and the opportunity to earn a Career and Technical Endorsement on their diploma by successfully passing an industry-standard technical assessment.

## **HEAVY EQUIPMENT OPERATIONS/DIESEL REPAIR**

### **Program Description**

The two-year Heavy Equipment Operations and Diesel Repair Technology program is designed to offer students essential skills in the operation and repair of heavy equipment and heavy-duty diesel trucks using the latest techniques and diagnostic equipment. Students will gain daily practical experience working with a variety of engines and equipment that will prepare them for employment opportunities or furthering their education at college and technical schools. Students may be eligible to earn industry certifications in safety training and equipment operation. A Career and Technical Endorsement on their high school diploma will signify that students have met the rigorous industry standard upon successfully passing a technical assessment.

## **PHYSICAL THERAPY PROFESSIONS**

### **Program Description**

This two-year program is designed for highly motivated students who are interested in gaining a postsecondary edge in pursuing a career as a physical therapist, a physical therapist assistant

or a practitioner in a related field. Students will study the fundamentals of the physical therapy profession, including the elements of movement, evaluation, treatment and anatomy and physiology. We have post-secondary partners that offer on-site dual-credit courses, allowing students to begin building their college transcript. Another important component of the program is providing students with opportunities to shadow physical therapy professionals in the field. Students are also able to earn a Career and Technical Endorsement on their diploma by successfully passing an industry-standard technical assessment. This offering offers students the opportunity to earn a high school credit in Science and a high school credit in English. **Students interested in the Physical Therapy** option should talk to their guidance counselor. **There is a separate application** required for admission to the program.

## **WELDING TECHNOLOGY**

### **Program Description**

Skilled welding technicians have multiple employment options and are a vital link in the manufacturing, construction and facilities maintenance industry. As a two-year program, Welding Technology provides students the skills of arc welding, resistance welding, brazing and soldering, as well as cutting, heat-treating and metallurgy. Students gain knowledge of electrical systems, power sources and different welding technologies, welding systems, print interpretation and measurement, as well as the use and interpretation of visual symbols related to welding. This course will give students knowledge and technical skills that will prepare them for positions as an entry-level welder or advanced placement in postsecondary education. Work-based learning sites are developed in the second year to allow the opportunity to intern at many local businesses. Students are also provided with the opportunity to earn industry-recognized AWS certifications and a Career and Technical Endorsement on their diploma by successfully passing an industry-standard technical assessment.

### **--SENIOR ONLY PROGRAMS--**

The following two programs are for seniors only. Participation is dependent on an application and interview process that students complete in spring of their 11<sup>th</sup> grade year. Interested students should see their guidance counselor for more information.

## **NEW VISION ENVIRONMENTAL SCIENCE**

### **Program Description**

New Vision Environmental Science is a one-year program offered to highly motivated high school seniors. During the program, located at Lime Hollow Nature Center, students will explore environmental issues in a real-world setting on nearly 430 acres consisting of forests, fields, streams, bogs, ponds, flora and fauna, with access to numerous trails. As the classroom moves from outdoors to indoors, students will learn in a state-of-the-art environmental education center as they conduct research and study environmental topics in depth. Topics include forestry, fish, wildlife, maple production, environmental issues, soil, water, land use and outdoor recreation. Students interact with professionals in the field and use time in the classroom to analyze current trends in careers. Class visitations by professionals in the field, community service projects and field trips are integral components of the program. Students will also fulfill their English 12, Participation in Government and Economics requirements toward graduation.

## **NEW VISION MEDICAL PROFESSIONS**

### **Program Description**

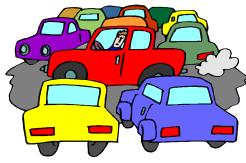
New Vision Medical Professions is a one-year program offered to highly motivated high school seniors. In this health care field immersion program, students will explore related career pathways as they participate in scheduled rotations at local health care facilities including Crouse Hospital and Cortland Regional Medical Center. Students will experience the medical profession firsthand, working with physicians, nurses and other health professionals. Through a combination of research and hands-on projects, students will learn about medical ethics, patient rights, human anatomy and physiology, governmental regulations and health careers. Students will also earn their CPR certification and fulfill their English 12, Participation in Government and Economics requirements toward graduation. Cortland students may also participate in the English 101 dual-credit course through Tompkins Cortland Community College.

Eligibility requirements: Interested students must be in their senior year of high school, in good academic standing and on target with all graduation requirements. Eligible candidates should exhibit self-motivation, enthusiasm and maturity, and must be willing to work both independently and as a team member in diverse settings.

### **DRIVER EDUCATION (Schedule of course offerings may vary.)**

Preference is given to seniors. Students must be sixteen years old the first day of class. Details regarding the scheduling of classes will be provided to interested students. Announcements will be made regarding informational meetings during the school day. Required information and details will be shared and distributed at these meetings.

The objective of the Driver Education program is to develop effective traffic citizens with the knowledge, skills and attitudes necessary for the safe and efficient use of motor vehicles.



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### **STUDENT ATHLETE PURSUING NCAA PARTICIPATION**

Student-athletes who are planning to play sports at the college level should refer to the following website for core course and GPA requirements. The following guide will provide a substantial amount of helpful information for potential collegiate student-athletes:

[http://fs.ncaa.org/Docs/eligibility\\_center/Student\\_Resources/CBSA.pdf](http://fs.ncaa.org/Docs/eligibility_center/Student_Resources/CBSA.pdf)

Students who intend to participate at a Division I school will need to have their coursework reviewed and evaluated in the following 2 areas:

1. **Course selection** – sufficient successful completion of courses that adequately meet the criteria for college preparatory academic work (see additional information below to determine which courses will be accepted by NCAA as college preparatory core courses.)

*How do I know which Marathon JSHS courses the NCAA will accept as core courses? Copy and paste the following link into your web browser.*

<https://web3.ncaa.org/hsportal/exec/hsAction?hsActionSubmit=searchHighSchool>

Courses at Marathon JSHS that count toward the 16 credit core course total can be found by clicking on tab in the upper left labeled “List of NCAA courses” and entering our **school-specific code of 333 035**.

Select “all” to see courses that are or have been approved for NCAA core course credit. All courses may not necessarily be offered every year, and are dependent on the current Marathon Junior Senior High School schedule.

Additionally, students should talk with their guidance counselor as early as 9<sup>th</sup> grade to be sure that course selection will align with his/her academic and athletic goals for the collegiate level.

2. **Grade Point Average (GPA)** – as determined by academic performance of the courses that meet the NCAA definition of college preparatory work. This calculation will be different than the school ranking average, which takes into account all courses that a student has completed.

All NYS high school graduates take courses that are not accepted as core courses by NCAA, in terms of determining athletic eligibility at the college level. These additional courses will be counted in the graduating ranking average, but not in the NCAA eligibility calculation.

You can find out how to calculate your GPA as it applies to NCAA eligibility by referencing the following link:

[http://fs.ncaa.org/Docs/eligibility\\_center/Student\\_Resources/CBSA.pdf](http://fs.ncaa.org/Docs/eligibility_center/Student_Resources/CBSA.pdf)

**\*\* SAT/ACT** exams are no longer a specific requirement for NCAA athletic eligibility, but may be a requirement for admission to certain colleges. Potential student athletes should reach out to their college(s) of interest for specific information regarding the need for SAT or ACT exams.